

**Chapter 9 – Sex and Gender: Faculty Lesson Plan**

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| **Step 1** | **Before:**   * Review the **SociologicalYOU** **Chapter 9: Student Lesson Plan**. * Edit the plan and add due dates appropriate for your class. * Add the name of the Chapter 9 Blog reading from the list of **SociologicalYOU** blogs. * Select or delete the Class Survey Questions. * Post, email or print the **Chapter 9: Student Lesson Plan** for your class to complete. |
| **Step 2** | **During:**  Decide which Flipped Classroom Activities you will use with your students during class time. Some suggestions include:   * Review the module discussion questions. * Discuss the Class Survey Questions from the Student Lesson Plan. * Watch and discuss the suggested videos. * Engage the class with a discussion about the **SociologicalYOU** Blog. * Use a Classroom Assessment Technique (CAT).   A list of discussion questions, video suggestions and CATs is below. You can also present your own material or group activity. The objective should be to engage the students using the material you assigned in the **Chapter 9: Student Lesson Plan**. |
| **Step 3** | **Optional:**  An optional third step is to have students complete a Practice Quiz at the end of class. The Practice Quiz is not for a grade but to access their knowledge of the chapter material. This also gives you an opportunity to see what concepts need further review. A list of questions and answers is at the end of this document. Of course, you can also use your own practice quiz questions. |

**Chapter Modules, Learning Objectives and Discussion Questions**

**Module 1:**

**The Sociological Perspective of Sex and Gender**

* Masculinity and Femininity
* The Social Construction of Gender

**Learning Objectives**

9.1.1: Discuss how masculinity and femininity are learned traits and behaviors.

9.1.2: Explain how gender is socially constructed.

**Video**: "“Childhood Gender Roles in Adult Life” — BuzzFeed, 2014, 1:47 — <https://youtu.be/381belOZreA>

* **Discussion Questions – 9.1.1 Gender Socialization**

How were you socialized in regards to gender? Was your bedroom painted a color associated with a particular gender? Did you play with gender specific toys? Did your parents encourage you to participate in extracurricular activities associated with a particular gender?

**Module 2:**

**Gender Socialization and Structural Issues**

* Agents of Gender Socialization
* Gender Stratification in the workplace
* Gender Stratification in Religion and Politics
* Gender Stratification in Education and the Military

**Learning Objectives**

9.2.1: Discuss the structural impact of media and the family on gender socialization.

9.2.2: Examine gender stratification in the workplace.

9.2.3: Analyze gender stratification in religion and politics.

9.2.4: Summarize gender stratification in education and the military.

**Video**: ““Feminine Beauty: A Social Construct?” —BBC Radio 4, 2014, 2:01 — <https://www.youtube.com/watch?v=xT6wjgssVK4>

* **Discussion Questions – 9.2.1 The Gender Gap**

Consider how you would feel about doing the same job, working the same hours, and expending the same energy as a coworker of the opposite sex, but getting paid one-quarter to nearly one- half less because of your sex. Based upon the structural causes of gender stratification in the workplace, do you believe you could make a difference in changing the situation as Lily Ledbetter did?

**Module 3:**

**Problems Experienced by Women around the World**

* Violence against Women
* Action for Women

**Learning Objective**

9.3.1: Identify a social problem experienced by women around the world.

9.3.2: Analyze efforts to protect women from violence around the world.

**Video:** “Ending Violence Against Women and Girls: If Not You, Who? — UN Women, 2016, 2:38 — <https://www.youtube.com/watch?v=W_ZPHPutN-c>

* **Discussion Questions - 9.3.1 Violence against Women**

Is violence against women engrained in culture? If so, can any governmental agency or international organization really do anything to stop it?

* **More Than a Theory Discussion Questions**

Functionalist Theory: How has the Violence against Women Act contributed to the overall stability of American society? Can you identify any ways in which it might have been detrimental to society?

Conflict Theory: Do current policies on violence against women only favor the dominate group? What polices should be developed to support the needs and concerns of both women and men in the society?

Symbolic Interactionism Theory: Can policies around the issue of violence and abuse be developed to help improve relationships between men and women in the society?

**Module 4:**

**Sex, Gender, and the Sociological Imagination**

* Every Body is Different
* Sexual Identity

**Learning Objective**

9.4.1: Examine the importance of the sociological imagination in understanding research on sexuality.

9.4.2: Explain the importance of the sociological imagination in understanding sexual identity and social acceptance.

**Video:** “Olympian Caster Semenya Loses Appeal Over Testosterone Levels” — CBS This Morning, 2019, 3:02 — <https://www.youtube.com/watch?v=o8-LmHctxv0>

* **Discussion Question – 9.4.2 Sexual Identity**

What social difficulties might an individual face after undergoing sex reassignment surgery or being born intersex?

**Module 5:**

**Sex and Gender**

* Social Movements

**Learning Objective**

9.5.1: Summarize the social movements that have influenced sex and gender in the 21st century.

**Video:** “Killing Us Softly 4 - Trailer” — ChallengingMedia, 2012, 4:52 — <https://www.youtube.com/watch?v=jWKXit_3rpQ>

* **Discussion Questions – 9.5.1 Delivery Room Ruling**

What is your opinion of the 2014 delivery room ruling? Should the wishes of the father be equal to those of the mother in the delivery room?

**Class Survey Questions**

**Title**: Gender-Neutral Social Experiment

**Overview**: The goal is to cause students to begin thinking critically about sex and gender using a contemporary social example.

1. Consider your thoughts and opinions about the decision to raise Storm genderless. Are you in support of or against his (or her) parent’s decision? Choose one of the following:

☐ Support ☐ Against ☐ Not Sure

2. In your opinion, will raising Storm gender neutral be harmful in the long run?

☐Yes ☐ No ☐Not Sure

3. Are you concerned about which bathroom a transgender person uses?

☐ Yes ☐ No ☐ Not Sure

4. In your opinion, should states legislate which bathroom a person is allowed to use?

☐Yes ☐ No ☐Not Sure

**Classroom Assessment Techniques (CATs)**

CATs are helpful in assessing students’ knowledge and understanding of the chapter content. Using pieces of paper, have the students write their response to one of the following techniques. Collect and use their responses as the basis for class discussion.

1. **Muddiest Point**: A Muddiest Point is a quick monitoring technique. It involves asking students to take a few minutes to write down the most difficult, confusing or “muddiest” terms, concepts, or parts of chapter 3 that they encountered.
2. ***Minute Paper***: Ask students to write a brief response to the following questions:

* What was the most important thing you learned during this chapter or class?
* What important question remains unanswered?

1. **Directed Paraphrasing:** Ask students to write a laypersons’ "translation" of something they learned in the chapter. Ask them to write their explanation as if they are explaining the key term, concept, or theory to a friend who does not have a sociology background.

**Chapter 9 Practice Quiz and Answers**

**SociologicalYOU** also provides a test bank with objective and subjective questions to construct an exam covering the content in this chapter. See **SociologicalYOU My Resources > Instructor Resources > Test Bank Instructions** to learn how to request access to the test bank.

**Module 1**

1. True or False: As discussed in this module, sex is a socially constructed concept.

2. Which of the following is defined as a public expression of one’s gender identity?

a. gender

b. gender norms

c. gender roles

d. masculinity

3. True or False: Masculinity and femininity are not socially constructed as these

behaviors and traits are set at birth.

4. True or False: We do gender knowing others will judge our performance, especially if we do gender outside the normative gender scripts.

**Module 2**

1. \_\_\_ refers to unequal access to resources within society between men and women.

a. The glass ceiling

b. Gender stratification

c. Sexism

d. The second shift

2. True or False: Media has and will continue to be instrumental at a structural level in the process of gender socialization.

3. Which of the following issues is a structural barrier that limits women from holding high positions within religious institutions?

a. tradition

b. ordination

c. dogma

d. all of these

4. True or False: The second shift is viewed as being advantageous to women as it allows them to gain more responsibility and income.

**Module 3**

1. True or False: Women are the predominate victims of honor killing.

2. True or False: The violence a woman experiences stays the same throughout her life cycle.

3. The \_\_\_\_ was designed to identify the different ways in which women may experience abuse and violence.

a. VAMA

b. Power and Control Wheel

c. Intersex Wheel

d. Gender and Sexuality Wheel

4. According to Harvard researchers, the treatment of women in a society is closely

linked to the \_\_\_\_\_ of the society.

a. Birth rate

b. Gender identity

c. Peacefulness

d. Cult of Domesticity

**Module 4**

1. True or False: Intersex refers to individuals with a sexual orientation to both sexes.

2. True or False: Transgender refers to a person with a gender that is different from his

or her biological sex.

3. Which of the following refers to the fear of homosexuals and homosexuality that may

results in violence against homosexuals?

a. sexual orientation

b. homophobia

c. honor killing

d. asexuality

4. Hookups and “friends with benefits” pertain to which of the terms?

a. gender identity

b. gender roles

c. sexuality

d. transsexual

**Module 5**

1. True or False: A feminist is one who glorifies the ideal of sexual purity, morality,

domestic ability and submissiveness in women.

2. True or False: Members of the Men’s Movement were in support of the New Jersey

delivery room decision.

3. Which perspective contends that sexual identity is not fixed, but in fact fluid, with

there being ranges to masculinity and femininity depending on time, place and culture?

a. Queer theory

b. Functionalist theory

c. Feminist theory

d. Sexuality theory

4. Which event is viewed by many as the start of the Gay Rights Movement?

a. The passage of VAMA

b. The third wave of the Women’s Movement

c. The Matrix of Domination

d. The Stonewall Riots

**Module 1**

1. True (Sex and Gender and the Sociological Perspective)

2. C (LO 9.1.2)

3. False (LO 9.1.1)

4. True (LO 9.1.2)

**Module 2**

1. B (LO 9.2.2)

2. True (LO 9.2.1)

3. D (LO 9.2.3)

4. F (LO 9.2.1)

**Module 3**

1. True (Problems Experienced by Women around the World)

2. False (LO 9.3.1)

3. B (LO 9.3.1)

4. C (LO 9.3.2)

**Module 4**

1. False (LO 9.4.2)

2. True (LO 9.4.2)

3. B (LO 9.4.2)

4. C (LO 9.4.1)

**Module 5**

1. False (LO 9.5.1)

2. False (LO 9.5.1)

3. A (LO 9.5.1)

4. D (LO 9.5.1)